

CONNECTICUT OFFICE OF EARLY CHILDHOOD

Smart Start
May 1, 2016 to June 30, 2018



Legislative Authority

Public Act 14-41

RFP
810

Due Date
October 30, 2015

**MYRA JONES-TAYLOR, PH.D.
COMMISSIONER**

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Levy Gillespie
Equal Employment Opportunity Director
State of Connecticut Department of Education
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Part I. Program Information and Requirements

Purpose

Smart Start is intended to serve the following purpose as specified in Public Act 14-41:

“To provide grants to local and regional boards of education for capital and operating expenses related to establishing or expanding a preschool program under the jurisdiction of the board of education for the town.”

Background

The Connecticut Office of Early Childhood (OEC) is committed to providing children greater access to high-quality preschool programs in an effort to reduce the achievement gap between the state’s poorest students and their wealthier peers. Research shows that access to high-quality preschool programs provides important foundational skills needed for academic and lifelong success. Expanding preschool services to high-need children will increase opportunities for promoting children’s development and school readiness. Through Smart Start, more children can be engaged in high-quality preschool experiences that address the whole child including the developmental domains of cognition, science, mathematics, creative arts, language and literacy, physical health and development, social and emotional development, and social studies.

Applicants for Smart Start funding may expand current preschool programs or create a new preschool program. Funding for Smart Start must serve additional children above the number of children being served by the applicant at the end of 2015-2016 school year. Funding must also be used to support enrollment in preschool programs that are at minimum school-day and school-year in duration (i.e., a minimum of 6 hours/day and 180 days/year).

To be eligible for Smart Start funding, boards of education must demonstrate having an unmet need for high-quality preschool in their community (see Appendix E).

This grant is intended to serve additional children who would not otherwise be able to enroll in a preschool program.

Conditions for Funding

Boards of education funded through this grant must:

- locate proposed preschool classroom(s) in a public school or in a space maintained by an early care and education and child development provider, pursuant to an agreement between the board of education and the provider establishing the Smart Start classrooms be operated by the board of education;
- hold accreditation and be in good standing with the National Association for the Education of Young Children (NAEYC), be approved and/or in good standing with the federal Head Start program, have documentation that they are in the process of obtaining accreditation from NAEYC or have a plan to ensure that the program will be accredited within three years of receiving funding through Smart Start;
- have class sizes that do not exceed 18 children;
- Comply with annual interim quality measures while seeking accreditation (Early Childhood Environmental Rating Scale);
- submit a letter of support for establishing or expanding a preschool program by the local or regional School Readiness Council, if any, for the school district;

- demonstrate evidence of cooperating and coordinating with other governmental and community programs to provide services during periods when the preschool program is not in session; and
- demonstrate how they will prioritize enrollment of vulnerable children (e.g. those with special needs, dual language learners, homeless, etc.).

Priority for funding will be given to boards of education that:

- demonstrate the greatest need for the establishment or expansion of a preschool program;
- allocate at least sixty percent of the spaces to children who are members of families that are at or below seventy-five percent of the state median income (SMI), or fifty percent of the spaces to children who are eligible for free and reduced price lunches; and
- offer a full-day kindergarten program to all children in their community.

Boards of education may utilize other funding streams that may be available locally and/or privately. Boards of education may also collect family fees for services provided through Smart Start (see Appendix F).

Each classroom proposed for funding must be taught by an individual who is an employee of the board of education. The individual must hold a certification pursuant to Connecticut General Statutes Sec. 10-145b with an endorsement in early childhood education or early childhood special education as follows:

- 112 Integrated Early Childhood/Special Ed., Birth - K
- 113 Integrated Early Childhood/Special Ed., N/K through grade 3
- 001 PreK-Grade 8
- 002 PreK – Grade 6
- 003 PreK-Grade 3
- 008 PreK-K
- 065 Comprehensive Special Education PreK-Grade 12

The board of education must guarantee that any classroom renovated using Smart Start funds will remain in use as a pre-kindergarten classroom as long as the board of education continues to receive funding for operations through Smart Start.

Eligible Applicants (P.A. 14-41 (b)(1))

Boards of education are eligible to receive a grant if they either:

- Have been determined through a statewide needs assessment conducted by the Connecticut Health and Educational Facilities Authority (CHEFA) on behalf of the OEC to have an unmet need for additional preschool spaces for high-needs 3- and 4-year-olds in their community.

(Refer to Appendix E for a list of eligible communities.)

OR

- Have not been determined eligible as a result of the statewide needs assessment conducted on behalf of the OEC, but can demonstrate an unmet need. Any board of education not found to have an unmet need based on the statewide needs assessment must submit a justification with supporting documentation demonstrating unmet need. Supporting documentation requires **significant evidence and specific data** demonstrating evidence of unmet need as well as a statement by the Chief Elected Official and Superintendent of Schools about the unmet need.

Grant Period

Following approval, the OEC anticipates the funding of Smart Start for a five-year period with an option to re-apply for future funding based on the availability of funds. The funding will be allocated in two parts:

- 1) Capital expenses (not to exceed \$75,000 per classroom) for costs related to renovation of an existing public school in year one of the grant.
- 2) Operating expenses for years two through five of the grant (not to exceed \$5,000 per child, OR in an amount not to exceed \$75,000 for each preschool classroom; annual operating costs cannot exceed \$300,000 per town).

Operations funding will be awarded for a period not to exceed six years. The board of education is responsible for entering the budget on an annual basis using the ED114 Prepayment Grant System.

Funding Year	Capital Expenses for Renovations	Operations
2017	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2018	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2019	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2020	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2021	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2022	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2023	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2024	Up to \$75,000 per classroom	\$5,000/child = \$75,000/classroom (maximum of \$300,000)
2025	Not Available	\$5,000/child = \$75,000/classroom (maximum of \$300,000)

Funds Available

\$10,000,000 per year is anticipated to be available for capital expenses for eight years. Funding for capital expenses is a one-time funding opportunity.

The amount of \$4,850,000 is anticipated to be available for operating expenses for funding years 2017 & 2018. \$10,000,000 is anticipated to be available for operating expenses per year thereafter for seven years.

New applicants for Smart Start funds may be considered on an annual basis.

Successful applicants are required to submit updated narratives, budgets and budget justifications to the Office of Early Childhood every two years. The applicant will be responsible for entering the budget on an annual basis using the ED114 Prepayment Grant System.

All grants shall be awarded within the limits of available funding. Should all available funds not be obligated, the OEC reserves the right to reissue this RFP.

Part II: Application Requirements

THE FOLLOWING FORMAT IS REQUIRED FOR ALL APPLICATIONS. THE OEC WILL NOT ACCEPT MODIFICATIONS, ADDITIONAL PAGES, ATTACHMENTS OR APPENDICES.

Cover Sheet

The format for the cover sheet appears on page 14 of this document. The cover sheet must be signed by the Superintendent of Schools, the Chief Elected Official and the Chairperson of the local board of education. The cover page must identify the amount of funding requested for capital improvements and/or operating expenses as well as the number of proposed classrooms and number of additional preschool children to be served as a result of Smart Start funding.

Proposal Narratives

Separate Narratives are required for requests that include funding for both capital improvements and operating costs. The Narratives must include how the applicant plans to meet the purpose of Smart Start and provide high-quality preschool programing. The following information must be included:

Capital Improvements

- Key features of the capital improvements and program operations;
- Specific capital improvements planned including specific information about capital improvements necessary to meet specific NAEYC program accreditation standards (when possible, the specific NAEYC program accreditation standard should be cited for each project); and
- Number of classrooms to be created through Smart Start.

Operations

- For districts with a local or regional School Readiness Council, a letter of support for establishing or expanding a preschool program by the local or regional School Readiness Council, for the school district;
- Total number of preschool children to be served as a result of Smart Start (must be in addition to the number of preschool children enrolled by the board of education at the end of the 2015-2016 school year);
- NAEYC accreditation/demonstration of commitment to secure NAEYC accreditation within three years of operation or Head Start approval including relevant dates of such accreditation, approval or enrollment;
- How Smart Start specifically contributes to the district's efforts to create a high-quality, coherent preschool to 3rd grade continuum (e.g., horizontal/vertical/temporal alignment of professional development, curriculum, etc.);
- Describe the steps the district will take to recruit children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch;
- Describe the steps the district will take to recruit and prioritize the enrollment of children who are dual language learners (DLL), identified with special needs, are homeless or have unstable housing, have an incarcerated parent(s), have a parent(s) on active military duty or are involved with DCF or in foster care. Include projections of how many children from these priority categories will be served;
- Describe how staffing patterns address applicable NAEYC and Head Start staffing criteria/guidance;
- Include a specific, detailed plan for planning, implementing, observing and assessing children in Smart Start classrooms. The plan should describe a cycle of intentional teaching and the use of the Connecticut Early Learning and Development Standards;
- Describe how appropriate child assessments and assessment data will be used to inform classroom instruction including specific measures and what is being assessed;
- Plan for how child and program evaluation data will be used for continuous program improvement. Plan should include data collection methods and tools to be used for program evaluation;
- Plan for hiring and retaining qualified staff including a teacher for each classroom that meets the requirements and holds a certification as detailed in the conditions for funding on page four of this application;
- Describe cooperation and coordination with other governmental and community programs to provide services during periods when the preschool program is not in session (e.g. after school, winter and summer breaks, etc.) as well appropriate referrals for other services as needed. A plan on how this information will be shared with families should also be included. The district is not required to fund services when school is not in session;
- Plans for charging tuition using the required sliding fee scale (see Appendix F) or a statement that the program will not charge tuition; and
- Describe efforts to meaningfully engage families in reciprocal relationships in order to improve student outcomes.

Reporting and Evaluation

Each local or regional board of education receiving Smart Start funds shall submit an annual report, in a format prescribed by the Office of Early Childhood, regarding the status and operations of the Smart Start program.

Budget Forms

Use the appropriate form(s) on pages 21 through 24 to indicate how the grant funds will be expended for each year of funding. A grantee (fiscal agent) with delegate agencies must provide a composite budget that includes proposed expenditures for the delegate agencies. Such fiscal agent must complete individual budget justification sheets and attach for each delegate agency represented in the composite budget.

Applicants must provide budget amounts for the periods of: April 1, 2016 through June 30, 2017 for capital improvements and July 1, 2016 through June 30, 2018 for operating expenses. **The OEC does not permit grantees to use more than 5 percent of the total budget for administrative costs.** Administrative costs are reflected on budget lines 111A.

The alignment of the budget with the purpose and scope of Smart Start is one of the criteria for award consideration.

Budget Justification

Provide a detailed explanation by code number of the line item expenditures in each budget. Separate budgets for capital expenses and program operations are required.

Statement of Assurances

The Statement of Assurances must be signed and included with this application and certified on the Cover Sheet by the applicant agency.

Affirmative Action Packet

In accordance with the regulation established by the Commission on Human Rights and Opportunities, each applicant is required to have a completed Affirmative Action Packet on file with the Connecticut Office of Early Childhood (OEC). This grant application contains the "Affirmative Action Certification Form" certifying that an Affirmative Action Plan is on file with OEC. The individual authorized to sign on behalf of the applicant must sign and return the Affirmative Action Certification Form and submit such form with the grant application (Appendix B).

Date of Board Acceptance

If it is not possible to obtain board approval prior to October 30, 2015, please submit the application by this date. Send official board approval no later than November 20, 2015.

Part III: Application Process

Obligations of Grantees

All bidders are hereby notified that the grant to be awarded is subject to contract compliance requirements as set forth in C.G.S. Sections 4a-60, 4a-60a and Sections 4a-68j-1 et seq. of the Regulations of the Connecticut State Agencies.

The grantee must submit periodic reports of its employment and sub-contracting practices in such form, in such a manner and in such time as may be prescribed by the Commission on Human Rights and Opportunities.

Freedom of Information Act

All of the information contained in a proposal submitted in response to this Request for Proposal (RFP) is subject to the Freedom of Information Act Sections 1-200 et seq. (FOIA). The FOIA declares that, except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such record and receive a copy of such records.

Management Control of the Program and Grant Consultation

The grantee must have complete management control of this grant. While the OEC staff may be consulted for their expertise, they will not be directly involved in the expenditure and payment of funds.

Updating of information

The applicant is required to provide updates of any changes in program administration and copies of all reports relating to findings, deficiencies or investigations by Head Start, the CT Department of Public Health or local health department, the U.S. Department of Health and Human Services, the CT Department of Children and Families or any agency or organization reviewing the program or program staff.

Self-reporting of information (including accompanying documentation) must be received by the OEC program manager within 72 hours of any significant incident or report.

Definition of Terms

The following definitions should be considered when drafting the application:

School day: programming provided for a minimum of 6 hours

School year: programming provided for a minimum of 180 days

Children with special needs: children who have an Individual Education Program (IEP)

Dual language learners: children who are acquiring two or more languages simultaneously. The term encompasses other terms frequently used e.g. Limited English Proficient (LEP), bilingual, English Language Learners (ELL), children who speak a language other than English (LOTE).

Capital improvement: a structural improvement or restoration of some aspect of a property that will improve the property's ability to function as a preschool classroom based on NAEYC Standards and Accreditation Criteria or Head Start program standards (includes furnishings/equipment with a ten year life).

Unmet need: a documented deficit of center-based preschool programs for 3- and 4-year-olds.

Priority Populations: Children in the following circumstances should be high priority for enrollment in Smart Start: poverty (children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch), homeless, migrant, refugee, violence and neglect (DCF involved, in foster care), developmental delays, and/or challenging parental circumstances (teenage, incarcerated, in treatment for substance abuse, active military service).

Due Date

By October 30, 2015 at 4:00 pm the following must be received:

- An electronic copy of the grant application emailed to andrea.brinnel@ct.gov
 - Original signature pages
 - A copy of the application, in its entirety, on a CD-ROM
- Original signatures must be received by the due date **IRRESPECTIVE OF POSTMARK DATE**. Faxed copies of the signatures will not be accepted.

Mailing and Delivery Information

<u>Mailing Address:</u> Andrea Brinnel, Smart Start Manager CT Office of Early Childhood PO Box 2219 Hartford, CT 06145-2219	<u>In-person Delivery Address:</u> CT Office of Early Childhood 165 Capitol Avenue, Room G-17 Hartford, CT 06106 (Monday through Friday 8:00 to 4:30)
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Review of Proposals and Grant Awards

The OEC reserves the right to make grant awards under this program without discussion with applicants. Therefore, applicants should submit proposals that present the project in the most favorable light from both technical and cost standpoints.

The Smart Start Manager will be available to answer questions concerning this RFP at andrea.brinnel@ct.gov or 860-713-6771. A bidder's conference will be held on August 20, 2015 from 9:00 to 10:30 AM in room 307 A/B at the Connecticut State Department of Education Hartford offices located at 165 Capitol Avenue. Please RSVP to andrea.brinnel@ct.gov if you plan to attend.

The OEC will review and rate proposals according to the Review Criteria in this RFP. The OEC intends to announce grant awards on or before April 2016.

Other Program Requirements

The OEC may conduct announced and unannounced on-site monitoring visits of any grant awardees.

The OEC requires boards of education that receive funding under this grant to submit annual and monthly activity reports and attend meetings as scheduled by the OEC.

Annual reports must be submitted to the OEC on or before August 15 following the end of the funding year.

Within 60 days after the close of the fiscal year, each grantee must file a financial statement of expenditures with the OEC on such forms as prescribed by the OEC.

Boards of education receiving Smart Start funding (for capital improvements and/or operations) are required to participate in evaluations or data collection conducted by or on behalf of the OEC.

Part IV: Review Criteria

SMART START GRANT

Application Checklist

	Yes	No
Cover sheet with original signatures	x	
Program Data; Accreditation/Head Start Approval Information pages	x	
Proposal Narrative for Capital Improvements	x	
Budget for Capital Improvements	x	
Budget Justification Sheet for Capital Improvements	x	
Proposal Narrative for Operating Expenses	na	
Budget for Operating Expenses	na	
Budget Justification for Operating Expenses	na	
NAEYC Accreditation/Head Start Approval or Evidence of Application	x	
Letter of support from School Readiness Council (if applicable)	x	
Statement of Assurances	x	
Affirmative Action Packet	x	
Signed Verification of License Exempt Status	x	
Documentation of unmet need if not listed in Appendix E (if applicable)	na	
CD-ROM with all application materials and supporting documents	x	

Scoring Rubric

1. Applicant meets basic requirements

All basic requirements must be met to be considered for funding.

	Yes	No
Letter of support from School Readiness Council (if applicable)		
Additional preschool spaces are proposed.		
NAEYC accredited <u>or</u> have a detailed plan to achieve NAEYC accreditation <u>or</u> Head Start approved.		
Unmet need is documented through statewide needs assessment or through the provision of specific data.		
Program is able to demonstrate a plan for proportional enrollment of children: <ul style="list-style-type: none"> With special needs (proportionate to K-12 enrollment) Who are dual language learners 		
All proposed teachers will have required certification.		
Proposed class size does not exceed 18.		
Expenditures for administrative costs in the proposed budget do not exceed 5 percent.		

2. Overall Proposal

The proposal is able to demonstrate the board of education's ability to provide a high-quality preschool program for 3- and 4-year-olds.

	Points Awarded	Possible Points
Offers full-day kindergarten to all age eligible children		5
Allocates at least sixty percent of the spaces to children who are members of families that are at or below seventy-five percent of the state median income, or fifty percent of the of the spaces to children who are eligible for free and reduced price lunches and has a recruitment plan.		10
Staffing patterns are appropriate.		5
Describes a cycle of intentional teaching and use of Connecticut Early Learning and Development Standards (planning and implementation/observing and assessing) and how children's progress will be evaluated.		10
Describes efforts to engage families.		5
Uses appropriate child assessments and appropriate use of assessment data.		10
Includes plan for Smart Start as a part of a Pre-Kindergarten to Grade 3 continuum.		5
Describes collaborative and coordinating efforts with local agencies and organizations to provide services when school is not in session as well as plans for appropriate referrals for services as needed.		5

(55)

3. Program Evaluation

There is a plan to use the child and program evaluation data for continuous program improvement.		10
Plans for program evaluation include data collection methods and tools (e.g. ECERS-R, CLASS, parent surveys, etc.).		10

(20)

4. Budget

Proposed capital expenditures are tied to specific NAEYC and current Head Start program standards.		5
Proposed expenditures for capital improvements are appropriate and cost effective.		5
Proposed expenditures for program operations are appropriate.		5
Budget justifications for capital improvements provide detailed information on how the funds are to be spent.		5
Budget justifications for program operations provide detailed information on how the funds are to be spent.		5

(25)

TOTAL

Points Scored	Possible Points
	100

Part V: Application Form

Connecticut Office of Early Childhood SMART START APPLICATION

GRANT PERIOD

May 1, 2016 to June 30, 2018

GRANT COVER PAGE

School District West Hartford Public Schools
Contact Name Tom Moore
Address 50 South Main Street, West Hartford, CT 06107
Telephone Number 860-561-6681
Contact E-mail Address tom_moore@whps.org

It is the responsibility of the grantee to provide up-to-date contact information. In the event of any changes, contact information must be reported to the Smart Start Manager within five business days.

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Chairperson, Board of Education

Date

Superintendent of Schools

Date

Chief Elected Official

Date

Number of proposed Smart Start classrooms 4	Number of additional children proposed to be served by Smart Start 60

Total Funds Requested \$ 300,000	Capital Improvements \$ 300,000	Annual Operating Expenses \$ 0
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All applications must be completed in Times New Roman 11 point font.

Program Data

Please complete the following table about proposed Smart Start classrooms.

Note that all Smart Start enrollment MUST be in addition to preschool enrollment at the end of the 2015-2016 school year.

Smart Start Program address	Number of Smart Start classrooms	Number of children to be served by Smart Start	Smart Start Hours per day	Smart Start Days per year
Charter Oak International Academy 425 Oakwood Avenue West Hartford, CT 06110	4	60	6.5	182

Accreditation/Head Start Approval Information

Are you accredited by NAEYC or a federal Head Start grantee? If yes, complete the following information:

NAEYC ID#	Date valid until:	Are you aware of and planning to meet NAEYC's renewal timeline?	Have you submitted Intent to Renew? If yes, indicate date.	Have you submitted Renewal Materials? If yes, indicate date.	Has the program been denied candidacy, or deferred or denied accreditation by NAEYC?	Are you a Federal Head Start grantee?	If you are a Federal Head Start grantee in what month do you receive your funding?
724981	7/1/2020	Yes	NA	NA	No	No	NA

If not currently NAEYC accredited or a federal Head Start grantee, complete the following information:

Have you enrolled (Step 1) with NAEYC? If yes, date and NAEYC ID #.	Have you applied (Step 2) for accreditation? If yes, indicate candidacy date.	If not currently enrolled, indicate planned enrollment date?	If not currently enrolled, indicate planned application date?

Is full-day kindergarten offered to ALL students? X ☐ Yes ☐ No (check one)
All proposed teachers will have required certification. X ☐ Yes ☐ No (check one)

The district is listed in Appendix D as having an unmet need. X ☐ Yes ☐ No (check one. If no, please be sure to provide significant documentation demonstrating the community's unmet need for additional preschool spaces.)

Proposal Narratives

Provide a narrative of not more than three pages that contains a summary for each of the funding requests. There should be a separate narrative for capital expenses and a separate narrative for operations.

Section I: Capital Improvements

Describe the facility and capital improvements planned in order to meet NAEYC and/or Head Start Program Standards. Include a timeline detailing when the planned improvements are to take place as well as specific reference to the NAEYC Standards and Accreditation Criteria and/or Head Start program standards that are being addressed. Note that educational environments include both indoor and outdoor space used by children. Capital improvements will only be considered for proposed preschool classrooms in a public school building. New construction will not be considered for this grant program. Applicants are encouraged to provide specific detail about specific NAEYC standards that will be addressed with capital improvement funds.

Applications for capital improvements will not be considered unless an operations plan (Section II of this application) is also submitted.

Capital Improvement Narrative

The West Hartford Public Schools are requesting capital improvement funds to support the expansion of four Smart Start classrooms that will be located in Charter Oak International Academy. These funds will be used to purchase materials to support NAEYC standards, ADA requirements, as well as meet the guidelines set forth by ECERS-R-R. Materials will include student furnishings, activity center storage and equipment for indoor and outdoor use.

West Hartford Public Schools was awarded Smart Start funding in May of 2015 for operational expenses to support the expansion of 4 additional preschool classrooms at the newly built Charter Oak International Academy beginning in the 2016-2017 school year. Each expanded classroom will have 15 three and four year old students enrolled, with priority given to low income and English Language Learner students. This would allow for an additional 60 children to be served under the expanded Smart Start grant funded classrooms. This would be the first time three year olds would have the opportunity to attend a public school-day program in West Hartford. The current Charter Oak Prekindergarten classroom is NAEYC accredited through July 1, 2020. The four additional classrooms will follow the 10 NAEYC standards through relationships, curriculum, teaching, assessment of child progress, health, teachers, families, community relationships, physical environment, leadership and management.

Through the Smart Start funding, a PreKindergarten playground and gross motor area will be installed to provide opportunities for running, biking, hopping, kicking and climbing. Safety surfacing will be installed throughout the space. In addition, there will be an outdoor classroom for gardening activities. Smart Start funding will be used to purchase gross motor equipment, such as seating areas, outdoor blocks and shade material to protect from the elements. Appropriate storage for outdoor tricycles and blocks will be purchased through the Smart Start funding. (ECERS-R 7, ECERS-R 8)(NAEYC Standard 9.B.)

The classroom materials will be selected to intentionally provide student centered, inquiry-based learning, supporting the connections between multiple areas of learning. Materials will also be purchased with the goal of increasing an awareness of diversity in the community. Learning opportunities will promote children's independence and ease of movement from one activity to the next to enhance a sense of well-being. The classroom will be organized using learning centers with ample space for storage. Each classroom will encourage choice by providing both active and quiet experiences, small and larger group areas, and multiple engaging activities to promote each learning goal. Materials will reflect the need for a wide developmental range in order to meet the needs of threes and fours throughout the curriculum. Materials will accommodate standards within the NAEYC (Standard 9.A.01- 9 D.08), ECERS-R-R and our International Baccalaureate requirements.

Classroom furniture and materials order will include, but is not limited to,

- Adjustable student height tables/chairs (ECERS-R-R 2: 5.1)
- Furnishings for relaxation and comfort and privacy (ECERS-R 3: 5.1) (ECERS-R 5: 5.1) – soft pillows, soft toys, student size couches/beanbag chairs
- Furniture/baskets to store materials in different interest centers with accessible materials for extended independent engagement with ease of teacher supervision (ECERS-R 4: 5.1, 7.1), including:
 - Book/Literacy Centers (ECERS-R 15, ECERS-R 16, ECERS-R 17) – including books related to current theme, recorded stories, flannel boards, puppets, informational and fantasy text, books on topics of diversity, differing abilities, science/nature
 - Fine Motor (ECERS-R 19) – providing materials with different levels of difficulty such as puzzles, sewing cards, button toys, fine point markers
 - Art (ECERS-R 20) Allowing individual expression for a substantial portion of the day, using many and varied materials, woodworking, painting, three dimensional, drawing, tools, collage
 - Music/Movement (ECERS-R 21) Providing many accessible materials for free choice and group activities including instruments, dance props, music tapes

- Blocks (ECERS-R 22) Providing at least 300 blocks in variety materials, hollow, cardboard, plastic; and block accessories, animals, people, cars
- Sand/Water (ECERS-R 23) Providing for indoor and outdoor opportunities to engage with sand and water activities using shovels, molds, sifters, funnels, boats, spray bottles including a variety of materials
- Dramatic Play (ECERS-R 24) Materials will provide gender neutral and gender specific experiences, uniforms from work roles, props and clothing from themes about leisure and fantasy showing diversity of culture and ability
- Nature/Science (ECERS-R 25) Materials will be provided for individual and group engagement using ELDS as guides for instruction including weather, living things, natural objects, cooking, pulley and magnets
- Math/Number (ECERS-R 26) – Materials will promote number talk as well as support ELDS standards of counting, cardinality, measurement, comparison; counters, rulers, games
- Technology (ECERS-R 27) – Smart Start classrooms will be equipped with a Smart Board and desktop computer to allow for interactive student use of music, videos, math/science activities
- Furniture to allow for organization of student and teacher belongings and provide opportunities to share information for parents on class activities, school activities, student sign in/sign out
- Personal Care furniture and materials, including child sized pitchers, cups, plates for helping to serve snack/lunch, Materials/furniture to provide appropriate rest time in sanitary conditions (ECERS-R 10, ECERS-R 11)

Section II: Operations

Staffing: Describe the staffing patterns that will enable services to be provided in accordance with NAEYC and/or Head Start Program Standards. Identify all proposed staff/positions (e.g. teachers, paraprofessionals, classroom aides) to be funded through Smart Start and the proposed rates of pay. Describe a plan for hiring and retaining qualified staff including a teacher for each classroom that meets the requirements detailed in the conditions for funding on page four of this application.

Hours/Days of Operation: The plan must include the hours and days of operation, as well as how the program will coordinate with other governmental and community programs to provide services during periods when the preschool program is not in session.

Collaboration: Please address plans for collaboration with other agencies and services to meet the needs of the children you propose serving. Provide evidence of cooperation and coordination with other governmental and community programs to provide services during periods when the preschool program is not in session (e.g. after school, winter and summer breaks, etc.). Plans should also include how information regarding available services for children when school is not in session will be shared with families. The district is not required to fund services when school is not in session.

Instruction and Assessment: Describe how the program will address the cycle of intentional teaching (learning standards, curriculum and assessment), including use of the Connecticut Early Learning and Development Standards (CT ELDS), and aligned student assessments appropriate for the developmental level and intended purpose. Describe how the board of education proposes to actively engage and form partnerships with families in order to support children's learning. Also describe how Smart Start will specifically contribute to the district's efforts to create a high-quality, coherent preschool to 3rd grade continuum (e.g., horizontal/vertical/temporal alignment of professional development, curriculum, etc.).

Locating and Serving Vulnerable Children: Describe the need for programming for children with identified special needs and those who are dual language learners. Provide detail about how the program will recruit and include children with special needs and those who are dual language learners. Include a description of how you will ensure the number of children with special needs does not exceed the proportion of children with special needs in grades K through 12. Describe specific efforts to meet students' unique needs. Describe the steps the district will take to recruit children who are from families with incomes at or below 75% of SMI or receive free or reduced lunch.

Family Engagement: Describe efforts to engage families in their children's learning in school and at home, as well as multiple strategies to develop partnerships with families (e.g. shared decision making opportunities, two-generation support strategies, etc.).

Fees: If the program intends to charge tuition, provide information about family fee collection using the approved sliding fee scale (see Appendix F). If no family fee will be charged, please indicate as such. Please provide information about other funding sources for the program, if applicable.

Documentation and Evaluation: Describe the methods and procedures used to evaluate the program, classroom and children's progress. Describe how the data gathered will be used for continuous program improvement as well as planning for instruction. Include strategies for sharing progress and communicating with families.

Operations Narrative

West Hartford Public Schools was awarded Operational funds in May of 2015 under a previous application.

SAMPLE BUDGET JUSTIFICATION

Year 1 & 2

Indicate costs of implementing FY 2016 or 2017 for **Capital Improvements** and FY 2017 and 2018 for **Operation Expenses** by budget code. Refer to Budget Object Codes in application packet for code descriptions. A worksheet is provided following each Budget Form page. Use additional pages if needed.

A summary explanation must be provided for each line item expenditure noted in your budget. Examples are provided below.

Examples:

Code #	Description	Expenditure Explanation
111B	INSTRUCTIONAL	3 hours per day for 39 weeks \$ 15,470 8 hours per day for 13 weeks (total 1,105 hours) 1,105 hours @\$14/hour x 1 teacher
200	PERSONAL SERVICES- EMPLOYEE BENEFITS	FICA @ 7.68% of salaries: \$1,925 \$ 7,063 Worker's Compensation 6.9% of salaries: \$850 Health Insurance @ \$3,525/staff/year: \$4,288

FISCAL YEARS 2016 & 2017 BUDGET FORM

ORIGINAL REQUEST DATE		
REVISED REQUEST DATE	OFFICE OF EARLY CHILDHOOD PROGRAM MANAGER AUTHORIZATION	DATE OF APPROVAL

22

SMART START

FISCAL YEARS 2017 & 2018 BUDGET FORM

GRANTEE NAME:		TOWN CODE:	
GRANT TITLE: OPERATIONS		YEARS:	
PROJECT TITLE:			
FUND: 12060 SPID: 35586 YEAR: 2017 PROG: 83004 CF1: 170031		CF2:	
GRANT PERIOD: 7/1/16 –6/30/18		AUTHORIZED AMOUNT: \$	
CODES	DESCRIPTIONS	BUDGET AMOUNT	
		FY 2017	FY 2018
111A	NON-INSTRUCTIONAL SALARIES		
111B	INSTRUCTIONAL SALARIES		
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
322	INSERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENTAL ACTIVITIES		
330	EMPLOYEE TRAINING AND DEVELOPMENT SERVICES		
340	OTHER PROFESSIONAL SERVICES		
400	PURCHASED PROPERTY SERVICES		
510	STUDENT TRANSPORTATION SERVICES		
530	COMMUNICATIONS		
580	TRAVEL		
600	SUPPLIES		
700	PROPERTY		
	TOTAL		

____ ORIGINAL REQUEST DATE
____ REVISED REQUEST DATE

____ OFFICE OF EARLY CHILDHOOD
PROGRAM MANAGER AUTHORIZATION

____ DATE OF
APPROVAL

CAPITAL IMPROVEMENT BUDGET JUSTIFICATION

Updated 12.23.15

Indicate costs of implementing FY 16 and FY 17 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed. Capital improvements are a ONE-TIME funding opportunity.

A summary explanation must be provided for each line item expenditure noted in your budget. You are only allowed to use the budget codes that have been assigned. **Please note that budget codes available differ for capital improvements and operating expenses.** You are required to complete a separate budget justification for each funding year and for each funding category (capital improvements and operating expenses).

Code #	Description
600	<p>\$100,000 – Classroom Supplies: \$25,000 x 4 classes; includes outdoor supplies</p>
	<p>Book/Literacy Centers (ECERS-R 15, ECERS-R 16, ECERS-R 17) – including books related to current theme, recorded stories, flannel boards, puppets, informational and fantasy text, books on topics of diversity, differing abilities, science/nature</p> <ul style="list-style-type: none"> • Literacy and Language Center(letters, paper, writing tools, etc.) Planned materials include: pocket charts and accessories for use with easel (4 sets @ \$150), Giant paper punches (4 @ \$36) Set 12 Fiskars (8 sets @ 28), Newsprint Easel paper (40 packs @ \$6), Mega Stencils (4 @ \$39) Sidewalk chalk class pack (4 @ \$25), Washable Stamp bucket (16 @ \$72) Upper/lower case stampers (4 @ \$29), MegaStampers (4 @ \$45) Jumbo Pencils (4 sets @ \$46), Exacto Pencil Sharpener with adjustable dial (4 @ \$60) Puppets, Flannel Board \$300 • Books (At least 80 per room): Fantasy, Factual, nature/science, Different races and cultures, Different abilities; books for current themes <ul style="list-style-type: none"> ○ Wheels Board book set 4 books (4 sets @ \$32), ○ Multicultural board books 4 books (4 @ \$ 29) ○ Home and Family Board books Set of 6 in English (4 @ \$42) ○ Home and Family Board books Set of 6 in Spanish (4 @ \$42) ○ Feelings Board books set of 4 (4 @ \$30) ○ Multicultural foods books set of 4 (4 @ \$28) ○ Early Learning Library set of 12 books (4 @ \$86) ○ Board Book Classics set of 6 books(4 @ \$46) ○ Hearing sounds board books set of 6 books (4 @ \$46) ○ Animal Stories board books set of 6 books (4 @ \$25) ○ Ocean Board book set of 4 (4 @ \$ 35) ○ First natural Science books set of 4 (4 @ \$28) ○ Natural World board books set of 3 (4 @ \$24) ○ Birds and Bugs board books set of 4 (4 @ \$ 38) ○ Farm Animal Board books set of 5 (4 @ \$ 47) ○ Eric Carle Felt set (Brown Bear and Caterpillar) (4 @ 43)

	<ul style="list-style-type: none"> Single color classroom library bins set of 12 (4 @ \$120) <p>Fine Motor (ECERS-R 19) – providing materials with different levels of difficulty such as puzzles, sewing cards, button toys, fine point markers</p> <ul style="list-style-type: none"> Fine Motor: Planned materials include: interlocking building materials: See through magnet tiles set of 100 (4 @ \$105), Spinning Gear boards (caterpillar and butterfly (4 each @ \$18), Tumble tree timbers (4 sets @ \$57), Gorilla Blocks (4 sets @ \$160), Jumbo Magnet Builders 100 piece set (4 @ \$159), Wooden Shape Sorter (4 @ \$26), Stack up Pegboard (4 @ \$45) Geo Sorting Board (4 @ \$25), Tactile Number Tiles (4 @ \$27), Nobby Numbers (4 @ \$29), Stack up Cups (4 @ \$14), Nuts and Bolts (4 @ \$25), Butterfly Dominos (4 @ \$35), Floor Puzzles Farmyard, wild animals, fire truck (4 of each @ \$39), Jumbo knob puzzles set of six easy (4 @ \$53), Jumbo knob puzzles farm, vehicles, shapes (4 of each @ \$60), Busy children photo puzzles set of 6 (4 @ \$80), Magnetic Mazes butterfly, turtle and ready bugs set of three (4 @ \$75), Latches Board (4 @ \$25), Magnetic Hide and Seek farm and Original (8 @ \$17), Learn to Dress Monkey (4 @ \$40), On the Farm Treading Game (4 @ \$30), String a farm and String and Beep (8 @ \$16), and Jumbo Lacing Beads and additional strings (4 @ \$24) <p>Art (ECERS-R 20) Allowing individual expression for a substantial portion of the day, using many and varied materials, woodworking, painting, three dimensional, drawing, tools, collage</p> <ul style="list-style-type: none"> Art: Planned materials include: Basic set of Tempera Gallons (4 sets @ \$121), Environments smocks - Gear up Activity smock set of 6 (8 sets @ \$63), Paint brush holder, 2 sets Flat easel brushes, Rolling Design Painters,, and Paint cups (4 sets of painting equipment @ \$67), Rainbow Basics and Light and Bright construction paper packs (4 of each set @ \$44), Manilla and white drawing paper (4 of each set @ \$33), School Glue (4 @ \$12), and glue sticks (8 @ \$14) Crayola crayon class pack (4 @ \$63 jumbo), Six Rainbow Caddies (4 @ \$25), Dot Markers set of 6 (16 @ \$15), Environments Dough 6 tubs (4 sets @ \$44), Clay Play set (4 @ \$17), Wooden rolling pins (4 sets @ \$10), Patterned rolling pins (4 @ \$11), Dough Pattern cutters, creativity tools and Extruders - three sets (4 @ \$32), Large Project Tray 20 per class (4 sets @ \$140), Standard double easel (4 @ \$120), Mess Mat (4 @ \$12), Assorted art stamps and pads (4 sets @ 30) Drying Rack (4 @ \$100), Mini-Easy Grip Scissors (64 @ \$7) <p>Music/Movement (ECERS-R 21) Providing many accessible materials for free choice and group activities including instruments, dance props, music tapes</p> <ul style="list-style-type: none"> Music and Movement Center planned materials include movement games, CDs, music instruments: Two-Up Rhythm Rally (4 sets @ \$65), Rainbow movement scarves (4 sets of 12 @ \$42), Jinglebands (4 sets @ \$24), World Rhythm set - instruments from around the world (4 sets @ \$70), Action words board books to inspire rhythmic movement (4 sets @ \$40), 101 Rhythm Activities teacher guide (4 @ \$15), CDs: Rafi set \$64, We all Live Together \$75, Preschool CD set \$82, Hap Palmer’s traditional Rhymes \$16, Rafi World Songs \$17 (4 sets of these CDs @ \$254) CD/tape player (4 @ \$45)
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	<p>Personal Care furniture and materials, including child sized pitchers, cups, plates for helping to serve snack/lunch, Materials/furniture to provide appropriate rest time in sanitary conditions (ECERS-R 10, ECERS-R 11)</p> <p>Personal Care:</p> <ul style="list-style-type: none"> Planned materials of self help and personal care equipment: Family Style dining equipment - Dishwasher safe Table Setting Baskets (4 sets @\$47), Set of 48 green plates (3 sets @\$179), Set of 48 green bowls (3 sets @ \$119), Set of 6 pitchers (4 sets @ \$54), Child-size cutlery Sets of 36 spoons, forks and knives (4 sets @ \$277), Plastic serving utensils (4 sets @ \$15), Utility Cart for dining ware (4 @ \$182), Portable toothbrush holder (8 @ \$22), Handy Grip toothbrushes Set of 72 (4 sets @ \$40) Positive Behavior Board Books Set of 4 (4 sets @ \$30), Stay Healthy Board books set of 3 (4 sets @ \$23), One dozen soft flannel blankets (8 sets @ \$150), Sleepytime world CD set Music from around the globe sung in native languages set of 3 (4 sets @ \$44); stepstools reach sink 2 x 4 \$10 <p>Blocks (ECERS-R 22) Providing at least 300 blocks in variety materials, hollow, cardboard, plastic; and block accessories, animals, people, cars</p> <ul style="list-style-type: none"> Blocks: Planned materials include: Big Builder natural materials blocks (4 sets @\$439) Doors and windows set (4 @ \$40) Play House furniture (4 sets @ \$97) All Kinds of People Volume block set - Community, Family and Friends and Diversity set (4 sets @ \$133) Build a Fence set (4 @ \$33), Farm Animal Set (4 @ \$25), Wooden Transport set (4 @ \$68), Community Cruisers (4 @ \$36), Mini traffic Signs (4 @ \$15) Additional block sets: Tree blocks (4 sets @\$45), large cardboard blocks (4 sets of 84 blocks @ \$70), Foam blocks (4 sets @ \$40), Road Systems blockset and community buildings (4 sets @ \$226) Rainbow people, Land cruisers and Tall Trees wooden sets (4 sets for \$107 each), Wooden transport (4 sets \$68 each) <p>Sand/Water (ECERS-R 23) Providing for indoor and outdoor opportunities to engage with sand and water activities using shovels, molds, sifters, funnels, boats, spray bottles including a variety of materials</p> <ul style="list-style-type: none"> Sand/Water: Planned materials for indoor/outdoor and/water exploration include -toys for digging, scoop, fill, pour and experiment with materials: Little Hands watering can (4 @ \$7), Nesting Stackers (8 @ \$18), Play pitcher (8 @ \$9), Sand and water wheel (4 @ \$17)Super Sand and Water set (4 @ \$50), Boat Float (4 sets @ \$17), Color Buckets (4 sets @ \$20), Fun Funnel (8 @ \$11), Big Sieve Little Sieve (4 sets @ \$9), Four little scoops (4 sets @ \$5), Big Tug (4 @ \$15), Submarine (4 @ \$15) Big Dig Vehicles Set \$259.00 x 2=\$518.00; Construction Vehicles Set \$299.00 x 2 = \$598.00 <p>Dramatic Play (ECERS-R 24) Materials will provide gender neutral and gender specific experiences, uniforms from work roles, props and clothing from themes about leisure and fantasy showing diversity of culture and ability</p>
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	<ul style="list-style-type: none"> Dramatic Play Center: Planned materials include: Animal sets (Ocean animals, jungle animals, wild animals, farm animals and pets) 4 of each set @ \$150), Pretend play families 4 families (4 sets of families @ \$88), Pretend professionals 4 @ \$33), Diversity Friends (4 @ \$23), doll bathtub (4 @ \$12) and doll bottles (4 @ \$13), doll bedding set (16 @ \$38), flash camera (4 @ \$20) flip phones (4 @ \$20); Doctor's Kit (4 @ \$26); Housecleaning set (4 @ \$23), Fix it Kit (4 @ \$24), Work gloves (12 @ \$6), cash register (4 @ \$28), Market baskets set of 4 (4 @ \$30), Farmers Market sorting set baskets, fruits and vegetables (4 @ \$39) International foods wooden pantry set (4 @ \$28), Wooden pantry products (4 @ \$22), Wooden fridge foods (4 @ \$21), Healthful meals basket set All 3 sets (4 @ \$57), Cook and serve 44 piece kitchen set (4 @ \$74), Melissa and Doug Stir Fry (4 @ \$15), Hape Pizza serving set (4 @ \$23), Lakeshore Career Costume Set (4 @ \$350) Multicultural clothing set (4 @ \$180) Grandma's Attic (4 @ 150) Grandpa's Attic (4 @ \$150), Set of 7 costume role play sets (4 @ \$209), Soft Dolls and Special Needs Equipment All dolls and all equipment (4 @ \$265) <p>Nature/Science (ECERS-R 25) Materials will be provided for individual and group engagement using ELDS as guides for instruction including weather, living things, natural objects, cooking, pulley and magnets</p> <ul style="list-style-type: none"> Nature and Science Center: Planned materials include: Wooden stringing sets Car and truck, farm, and clothesline stringers (4 of each @ \$57), Giant activity pegs (4 @ \$24), Life Cycles sequencing Lotto four life cycle sets (4 @ \$35), Six horseshoe magnets and enclosed iron filings (4 @ \$45), Talking tube (8 @ \$25), View Scope (4 @ \$18), Twisty Droppers set of 4 (4 @ \$13), Rainbow magnifiers set of 6 (4 @ \$40) Triple Viewer magnifying stand (4 @ \$30), Tape measure (4 @ 11), Bucket Balance (4 @ \$20), Two-sided mirror set of 6 (4 @ \$33), Kaleidocolor blocks set of 13 (4 @ \$45), Color wheel shapes set of 6 squares (4 @ \$40), Light Tablet (4 @ \$140), Safety glasses with stand two sets per class (8@ \$34), Jumbo Dropper Set (8 @ \$17), Jumbo test Tubes (8 @ \$15) Bucket Balance x 8 x \$13.95=111.60 ; Giant Classroom Thermometer 4x\$34.95 = \$139.80) Set GeoSolids 3 sets per classroom x 4 x \$23.00 = 92.00; non fiction informational texts to include topics such as Living Things, Magnets, five senses, natural objects (shells, pods) classroom sets \$50x4 = \$200; mirrored trays 8.\$19.00 = \$152 binoculars 8x \$19.00 = \$152) Fragile specimen viewer 8 x \$39.00 = \$312) Magnet Wall with accessories 4 x \$1000 = \$4000, Ice molds 8 x \$38.00=\$304; Outside Sounds and Sounds at Home, Sounds on the Farm Listening Lotto with CDs (set for each class: 12 @ \$16), Where Do I Live matching game (4 @ \$15), Photographic Memory games set of 4 (4 @ \$30) Supplies for cooking, gardening/seeds, weather, levers/pulleys <p>Math/Number (ECERS-R 26) – Materials will promote number talk as well as support ELDS standards of counting, cardinality, measurement, comparison; counters, rulers, games</p> <ul style="list-style-type: none"> Math and Number Planned materials include: NIFTYsystems Phase Two fine motor and math exploration and concept development with DVD and manipulatives (4 @ \$224), Reversible graphing mat (4 @ \$15), Colorful counters (pets, vehicles, backyard bugs, dino-sort, (8 sets @ \$20) and sets of
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	<p>three bears counters (4 @ \$25), Fish counters (4 @ \$25) Sorting bowls set of 6 (4 @ \$10), Number Puzzle Boards and Pegs (4 @ \$36), Wooden Number puzzles (4 @ \$13) Fraction Action Board (4 @ \$25), Count a Pig (4 @ \$50), Sorting shapes cupcakes (4 @ \$20), Calendar and weather pocket chart (4 @ \$37), Giant magnetic pattern blocks (4 @ \$23), Sort N Shapes (4 @ \$16), Easy Shapes Dot Dice (4 sets @ \$40) Step by Step Number Line (4 @ \$38), Mini Muffin Match up (4 @ \$20), 0 - 9 Number Magnatab (4 @ \$20), Snap Cubes (4 @ \$13)</p>
700	<p>\$100,000 – Classroom Furniture \$25,000 x 4 classes <i>(Note: Highlighted items over \$1000 individual cost per piece)</i></p> <p>Furniture to allow for organization of student and teacher belongings and provide opportunities to share information for parents on class activities, school activities, student sign in/sign out to include:</p> <ul style="list-style-type: none"> • Student Belongings- 4 Tote Shelf with Storage, 5' x 32 " F598, Clear totes \$875 x 4 classrooms = \$3500 • 4 Parent/Student Mailboxes, F589, baskets \$1560 each <p>Furniture/baskets to store materials in different interest centers with accessible materials for extended independent engagement with ease of teacher supervision (ECERS-R 4: 5.1, 7.1), including:</p> <ul style="list-style-type: none"> • Bins and classroom organization - Natural "wicker look" plastic trays (16 @ \$15.00 each), Bins for materials storage: 8 sets of 14 large bins (13" X 10 1/2 " X 5 1/2") with lids \$147 each set; 8 sets of 14 medium Translucent bins with lids (13 1/4" X 7 3/4" X 5 1/2") \$102 each set; Group materials stackable trays with lids set of 6 (4 @ \$226), Classroom Paper baskets set of 4 Neon (4 @ \$20) = \$1000 per classroom <p>Technology (ECERS-R 27) – Smart Start classrooms will be equipped with a Smart Board and desktop computer to allow for interactive student use of music, videos, math/science activities</p> <ul style="list-style-type: none"> • Smartboard = \$1500 x 4 = \$6000 • Desktop computer = \$600 x 4 = \$2800 • iPads \$400 x 2 per classroom x 4 = \$3200 • Ipad covers \$50 x 2 per classroom x 4 = \$400 <p>Classroom tables/chairs to include: Adjustable student height tables/chairs (ECERS-R 2: 5.1)</p> <ul style="list-style-type: none"> • Student Tables \$200 each x 5 x 4 classrooms = \$4000 • 2 Nursery tables per classroom A815 (30" x 30") \$180 x 2 x 4 = \$1440 • 4 Activity Tables per classroom , A811, (48" x 30") \$250 x 4 x 4 classrooms = \$4000 • 12" chairs J712; \$100 each x 16 x 4 classrooms = \$6400 • 10" chairs, J710, \$100 x 16 x 4 classrooms = \$6400

	<p>Furnishings for relaxation and comfort and privacy (ECERS-R 3: 5.1) (ECERS-R 5: 5.1) – soft pillows, soft toys, student size couches/beanbag chairs - 8 blue bean bag chairs (\$50 each x 8), Rainbow texture pillows set of 6 (4 @ \$39 each), 4 sets of ten Harmony leaf sit-upons (\$100 x 4); rest mats (25 each x 16 x 4) and 4 storage units (500 eachx4)</p> <p>Furniture to support center based learning:</p> <ul style="list-style-type: none"> • Dramatic play Woodcrest Kitchen C360 – 4 sets x \$1200 each • Block Play 2 cabinets x 4 classrooms F645 \$335 each x 4 = \$1340 • Sand and water table, Universal Sand & Water Table, A630 = \$780 each x 4 = \$3120
700	<p>\$100,000 – Playground Equipment and Surface covering</p> <p>Gross Motor Equipment: Outdoor property to include: Small 2-wheel barrow (4 @ \$80), Ride-in wagon 4 @ \$99), Turtle Tossers bean bags (8 sets of 6 @ \$20), Crossing Path s Interlocking trails and Stepping stones set 4 of each set (4 sets @ \$350), Crawl Tunnel (4 @ \$45), Activity Equipment Cart (4 @ \$129), Child tricycle helmet (20 @ \$13), Plasma Car (4 @ 75), Large Traffic Signs - set of 4 (2 sets @ \$90) and (4 sets of stop signs @ 36) SportsPlus Playground Pack \$1389 = \$7000</p> <ul style="list-style-type: none"> • Shade Systems Sail canopies for over playground area http://shadesystemsinc.com/sails/ or other supplier: Est Cost \$24 per Sq.ft. for 20 X 15 area shaded = \$7200 • Outdoor equipment/property to include: Large Balance Scale (\$700) Build-A-Creek (\$1000) Color Wheel (\$1,700) Tracking, Chime and Weaving Panels (\$3,000) Large Art Easel (2 @ \$800) 6' x 6' Sandbox, Mesh Cover and Activity Panel (2 @ \$1,500) Rain, Snow and Hail Gauge with Mounting (\$50) Parachute with Carry Bag (\$120) Childcraft Gross Motor Activity Kit (\$250) Shovels and rakes (\$240) Locked Storage bikes/equipment (2 @ \$1200) Round See Saw (4 @ \$180), Balance Pad (4 @ 53), = \$15,000 • 2 playscapes x \$30,000 each (tentative cost - specs TBD through architect/zoning) \$60,000 • Playscape surfacing – ADA compliant (tentative cost - specs TBD through architect/zoning) \$10,000

OPERATIONS BUDGET JUSTIFICATION

Indicate costs of implementing FY 17 and FY 18 by budget code. Refer to Budget Object Codes in application packet for code descriptions. Use additional pages if needed.

A summary explanation must be provided for each line item expenditure noted in your budget. You are only allowed to use the budget codes that have been assigned. **Please note that budget codes available differ for capital improvements and operating expenses.** You are required to complete a separate budget justification for each funding year and for each funding category (capital improvements and operating expenses).

[illegible]

APPENDIX A: Budget Object Codes

This list is a description of the budget codes. The list is provided to help you in designing budgets for operating expenses and capital improvements.

111A Non-Instructional

Amounts paid to administrative employees of the grantee not involved in providing direct services to pupils/clients. Include all gross salary payments for these individuals while they are on the grantee payroll including overtime salaries or salaries paid to employees of a temporary nature.

111B Instructional

Salaries for employees providing direct instruction/counseling to pupils/clients. This category is used for both counselors and teachers. Include all salaries for these individuals while they are on the grantee payroll including overtime salaries or salaries of temporary employees. Substitute teachers or teachers hired on a temporary basis to perform work in positions of either a temporary or permanent nature are also reported here. Tutors or individuals whose services are acquired through a contract are not included in the category. A general rule of thumb is that a person for whom the grantee is paying employee benefits and who is on the grantee payroll is included; a person who is paid a fee with no grantee obligation for benefits is not.

200 Personal Services - Employee Benefits

Amounts paid by the grantee on behalf of the employees whose salaries are reported in objects 100 or 111A and 111B. These amounts are not included in the gross salary, but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless are part of the cost of personal services. Included are the employer's cost of group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

300 Purchased Professional and Technical Services

Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.

322 In-service (Instructional Program Improvement Services)

Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.

323 Pupil Services (Non-Payroll Services)

Expense for certified or licensed individuals who are not on the grantee payroll and who assist in solving pupils' mental and physical problems. This category includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.

324 Field Trips (drop to next page – so heading won't stand alone)

Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.

325 Parental Activities

Expenditures related to services for parenting including workshop presenters, counseling services, baby-sitting services, and overall seminar/workshop costs.

330 Employee Training and Development Services

Services supporting the professional and technical development of school district personnel, including instructional, administrative, and service employees. Included are course registration fees (that are not tuition reimbursement), charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors.

340 Other Professional Services

Professional services other than educational services that support the operation of the school district. Included, for example, are medical doctors, lawyers, architects, auditors, accountants, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, and planners.

400 Purchased Property Services

Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

500 Other Purchased Services

Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

510 Student Transportation Services

Expenditures for transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and payments to drivers for transporting handicapped children.

530 Communication

Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and voice communication services; data communication services to establish or maintain computer based communications, networking, and Internet services; video communications services to establish or maintain one-way or two-way video communications via satellite, cable, or other devices; postal communications services to establish or maintain postage machine rentals, postage, express delivery services, and couriers. Include licenses and fees for services such as subscriptions to research materials over the Internet software, both 'downloaded' and 'off-the-shelf,' should be coded to objects 650 or 735.

580 Travel

Expenditures for transportation, meals, hotel and other expenses associated with staff travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included.

600 Supplies

Amounts paid for items that are consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.

700 Property

Expenditures for acquiring fixed assets, including land or existing buildings, improvements of grounds, initial equipment, additional equipment, and replacement of equipment.

In accordance with the Connecticut State Comptroller's definition equipment, included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over \$1,000.00 and the useful life of more than one year and data processing equipment that has unit price under \$1,000.00 and a useful life of not less than five years.

800 Debt Service and Miscellaneous

Amounts paid for goods and services not otherwise classified above.

APPENDIX B: Affirmative Action Plan

IF A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE WITH THE CONNECTICUT OFFICE OF EARLY CHILDHOOD, COMPLETE THE STATEMENT WRITTEN BELOW AND SUBMIT AS PART OF THE PROPOSAL.

IF A CURRENT AFFIRMATIVE ACTION PLAN IS NOT ON FILE, COMPLETE THE AFFIRMATIVE ACTION PACKET AND SUBMIT AS PART OF THE PROPOSAL.

CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PLAN IS ON FILE

I, the undersigned authorized official, hereby certify that the current Affirmative Action Plan of the applying organization/agency is on file with the Connecticut Office of Early Childhood. The Affirmative Action Plan is, by reference, part of this application.

Signature of Authorized Official

Date

Tom Moore

Print Name of Authorized Official

APPENDIX C: Statement of Assurances

STATEMENT OF ASSURANCES

CONNECTICUT OFFICE OF EARLY CHILDHOOD STANDARD STATEMENT OF ASSURANCES GRANT PROGRAMS

PROJECT TITLE: Charter Oak International Academy Preschool Expansion

THE APPLICANT: Tom Moore **HEREBY ASSURES THAT:**
West Hartford Public Schools

(insert Agency/School/CBO Name)

- A.** The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B.** The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C.** The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D.** The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut Office of Early Childhood;
- E.** Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F.** Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G.** The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut Office of Early Childhood, including information relating to the project records and access thereto as the Connecticut Office of Early Childhood may find necessary;
- H.** The Connecticut Office of Early Childhood reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, narrative, publications, records and materials resulting from this project and this grant;

- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the Connecticut Office of Early Childhood from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut Office of Early Childhood any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and “contract” include any extension or modification of the Contract or contract;
- (3) "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;

(8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

(b)

(1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining

agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.

- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g)
 - (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the

United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.

- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut Office of Early Childhood and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent

Signature:

Tom Moore

Name: *(typed)*

Superintendent of Schools, West Hartford Public Schools

Title: *(typed)*

Date:



APPENDIX D: License Exempt Verification

SMART START LICENSE EXEMPT VERIFICATION

Board of Education: West Hartford

Connecticut General Statutes, Section 19a-77(b)(1)(A) provides that a program administered by a public school system is not required to be licensed to operate. “Administered by” as used in the statute means that a public school system retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

Please confirm below that your public school system plans to administer the Smart Start classrooms proposed in this request for funding:

The West Hartford Board of Education plans to administer the Smart Start classrooms proposed in this application and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program.

Superintendent of Schools Signature

Date

Board of Education Signature

Date

APPENDIX E: Unmet Need

The following communities have been identified by the Office of Early Childhood as having an unmet need for high-quality preschool in their community:

Ansonia	Easton	New Fairfield	Southington
Ashford	Ellington	New Hartford	Stafford
Avon	Farifield	New London	Stamford
Barkhamsted	Farmington	New Milford	Sterling
Beacon Falls	Glastonbury	Newington	Stonington
Berlin	Granby	Newtown	Stratford
Bethel	Greenwich	North Branford	Suffield
Branford	Griswold (and Jewett City)	North Haven	Thompson
Bridgeport	Groton	North Stonington	Tolland
Bristol	Guilford	Norwich (Taftville)	Torrington
Brookfield	Haddam	Old Saybrook	Trumbull
Brooklyn	Hamden	Orange	Vernon (and Rockville)
Burlington	Kent	Oxford	Wallingford
Canton	Killingly	Plainfield	Waterbury
Cheshire	Killingworth	Plainville	Waterford
Chester	Lebanon	Plymouth	Watertown
Clinton	Ledyard	Pomfret	West Hartford
Colchester	Lyme	Portland	West Haven
Coventry	Madison	Preston	Westport
Cromwell	Manchester	Prospect	Wethersfield
Danbury	Marlborough	Putnam	Willington
Darien	Meriden	Redding	Wilton
Deep River	Middlebury	Ridgfield	Winchester (and Winsted)
Derby	Middlefield	Rocky Hill	Windsor
Durham	Middletown	Salem	Windsor Locks
East Granby	Milford	Seymour	Wolcott
East Haddam	Monroe	Sharon	Woodbury
East Hampton	Montville	Shelton	Woodstock
East Hartford	Naugatuck	Simsbury	
East Haven	New Britain	Somers	
East Lyme	New Canaan	South Windsor	
East Windsor		Southbury	

If your community is not listed above, you may apply for Smart Start funding by providing detailed evidence of unmet need in your community. Include specific data as well as the methodology used by the community to determine unmet need for preschool.

APPENDIX F: Approved Sliding Fee Scale

Use the following link to access the OEC Administered State-Funded Program General Policy. Programs that choose to charge a parent fee must use the sliding fee scale that has been approved for use by School Readiness programs and Child Day Care contractors.

http://www.ct.gov/oec/lib/oec/earlycare/smart_start_fee_schedule.pdf